

Stafford Elementary School

School Improvement Plan

2023-2024



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STAFFORD PUBLIC SCHOOLS MISSION STATEMENT

The mission of the Stafford Public Schools is to prepare our students to assume productive, meaningful, and responsible roles in an increasingly competitive global society.



STAFFORD PUBLIC SCHOOLS EQUITY VISION STATEMENT

Stafford Public Schools embraces **diversity** as an asset.
We recognize that everyone has different backgrounds, experiences, and interests and we forge an environment that promotes a sense of **belonging**.
We cultivate **inclusive** opportunities for community members to share their **identity** and perspective in a safe, supportive environment.

Stafford Public Schools

Portrait of a Graduate



The Stafford Public Schools Portrait of the Graduate Framework prioritizes the skills and dispositions for students to become 21st Century learners in a rapidly evolving global community. The framework serves as the strategic map to execute the vision of teaching and learning for the students, staff, and administration of the school district.

Key Accomplishments for 2022-2023

- Developed our SES Charter to establish how we want to feel at school, including specific actions we can take to help each other feel this way as part of our RULER Professional Development
- Involved parents in the educational process, including hosting a well-attended Math and Literacy Night and offering volunteer opportunities such as field trips, Field Day, and classroom events
- Fostered a positive school climate through the SES Social Committee, staff outings, birthday potluck events, and the SES PALS program
- Celebrated the accomplishments and shared best practices of Mrs. Jenna Forziati, Stafford Public School's Teacher of the Year
- Participated in Learning Walks and PLC meetings in order to grow as educators, foster collaboration, and improve student learning outcomes
- Implemented CT-SEDS, Connecticut's web-based special education data system, for IEPs and 504 Plans
- Served students in our after school STEAM program, providing engaging activities centered around science, technology, engineering, and mathematics
- Participated in CSDE Reading Master Class to develop a deeper understanding of the Science of Reading and to shape future professional learning opportunities
- Offered in-person and virtual Parent/Teacher Conferences, PPT meetings, and 504 meetings to best meet the needs of our families
- Gathered as a school community for in-person assemblies, including the NED Show with a growth mindset message
- Participated in the Invention Convention for fifth-grade students, including in-person judges; several students advanced to the state finals
- Collaborated with a very active and supportive PTO to enhance the educational experience for students and teachers
- Offered chorus (71 students) and band (106 students) with well-attended concerts

STRATEGIC IMPERATIVE #1 - ORGANIZATIONAL HEALTH

Theory of Action: The Stafford Public Schools believes that if it designs and implements systems of wellness and social emotional health for faculty, staff, and students it will develop a strong culture of belonging, unity, and trust amongst every person in the community. Partnering with families, civic organizations, and local businesses, supports students with opportunities to expand connections to their learning outside of school walls.

District Long Term Strategy 1B - Enhance connections with students, families, and community members as engaged and supportive partners.		
Short-Term Goals	Person(s) Responsible	Key Actions & Targeted Outcomes
<p><i>Expand opportunities to incorporate and engage family and/or community involvement in the student learning process.</i></p> <p>By June of 2024, Stafford Elementary School will increase communications with families and staff based on the spring Climate & Culture Survey Report.</p> <ul style="list-style-type: none"> ● 71.1% of families responding favorably to “<i>My school makes communication with families a priority.</i>” in 2022-2023 will increase to 80% for 2023-2024. ● Certified staff communication with families will increase to <i>at least</i> bi-weekly from from 72.1% in 2022-2023 to 80% for 2023-2024. ● 76.1% of staff responding favorably to “<i>How effectively do building administrators communicate important information to staff?</i>” in 2022-2023 will increase to 85% for 2023-2024. 	<p>SES Administration Curriculum Leaders Grade-Level Leaders Office Staff All Staff</p>	<ul style="list-style-type: none"> ● Development of opportunities for students to showcase their learning and work to families ● Utilization of various platforms to communicate and share information with families and staff ● Increase opportunities for families to be active and engaged participants in their child’s education and learning ● Increase number of families and staff responding to the spring Climate & Culture Survey Report ● Increase opportunities for staff to provide input and feedback to administration

District Long Term Strategy 1B - Enhance connections with students, families, and community members as engaged and supportive partners.

Short-Term Goals	Person(s) Responsible	Key Actions & Targeted Outcomes
<p><i>Strengthen systems designed to reduce chronic absenteeism and ensure students arrive at school ready to learn.</i></p> <p>By June of 2024, the percentage of chronically absent students will decrease from 15% for the 2022-2023 school year to 13% at Stafford Elementary School.</p>	<p>SES Administration SES Response Team Pupil Services Personnel All Staff</p>	<ul style="list-style-type: none"> • Weekly Student Response Team meetings with focus on student attendance • Increase communication to families regarding the importance of regular school attendance, including home visits • Implement PBIS with fidelity to create a positive, welcoming school community • Provide professional learning opportunities for teachers to proactively support student engagement • Develop and implement Tier 2 interventions to support/address student commitment to learning • Increase communication between families and school nurses regarding absences • Administer DESSA three times per year and analyze data to identify students to provide Tier 2 interventions

STRATEGIC IMPERATIVE #2 - CURRICULUM, INSTRUCTION & ASSESSMENT

Theory of Action: The Stafford Public Schools seeks to develop rigorous and engaging college and career readiness learning opportunities that embody the tenets of the *Portrait of the Graduate*. Ensuring that classrooms embrace high quality instructional resources and strategies will create opportunities for all learners to authentically apply their learning to the real world. All staff lead with the use of data to make informed decisions to maximize student potential.

District Long Term Strategy 2A - Implement data-driven decision making practices across all schools, departments, and the curriculum development process.		
Short-Term Actions	Person(s) Responsible	Key Outcomes
<p><i>Support Professional Learning Communities (PLCs) designed to collect, disaggregate, and analyze student performance data.</i></p> <p>The percentage of teachers responding favorably to “The school structures time for collaborative opportunities for examining data and instructional practices” from 79% in 2022-2023 to 85% at Stafford Elementary School on the 2023-2024 Spring Climate & Culture Survey.</p>	<p>Office of Curriculum and Instruction SES Administration Curriculum Leaders Grade-Level Leaders Faculty Members</p>	<ul style="list-style-type: none"> ● Complete PLC Planners for each data cycle with a focus on analyzing data, developing an instructional plan, and result analysis ● Track targeted district assessments for each data cycle on PLC Schedule ● Utilize WINN time for targeted, small-group instruction with progress monitoring ● Collaborate and share resources and instructional best practices between curriculum leaders and teachers

District Long Term Strategy 2B - Increase high-quality engaging and differentiated instructional practices to increase student engagement and rigorous instruction.

Short-Term Actions	Person(s) Responsible	Key Outcomes
<p><i>Expand the use of innovative instructional strategies that promote engagement, support differentiated teaching, and foster student-centered application of learning.</i></p> <p>By June of 2024, all teachers at Stafford Elementary School will provide targeted small-group instruction based on student data with a focus on improved student outcomes.</p>	<p>Office of Curriculum and Instruction SES Administration Curriculum Leaders All Staff</p>	<ul style="list-style-type: none"> ● Participate in professional development sessions focused Tiers 1 and 2 best practices ● Include “Staff Share” as agenda item at faculty meetings to report out on instructional techniques ● Utilize instructional best practices during lessons ● Engage in structured collaborative practices to analyze student data and adjust professional practice, including PLCs, learning walks, data walls, and early release collaboration days

STRATEGIC IMPERATIVE #3 - CONTINUOUS LEARNING FOR ALL

Theory of Action: Building capacity in the workforce is a critical element to ensuring that growth is at the heart of district improvement. The Stafford Public Schools continues to celebrate a professional learning system that integrates staff feedback, promotes opportunity for choice and customization to professional need, and continuous feedback. Providing these systems will enable the district to recruit and retain high quality educators able to promote positive change.

District Long Term Strategy 3A - Provide robust professional development offerings that are aligned with key professional learning themes annually.		
Short-Term Actions	Person(s) Responsible	Key Outcomes
<p><i>Continue the implementation of school learning walks to showcase high-leverage instructional practices.</i></p> <p>By June of 2024, certified staff at Stafford Elementary School will participate in at least one learning walk to collect and analyze school-wide data based on our Focus of Inquiry (FOI).</p>	<p>SES Administration All Faculty</p>	<ul style="list-style-type: none"> ● Conduct learning walks at least three times during the school year ● Determine and communicate focus of inquiry prior to each learning walk with staff input ● Debrief and summarize key findings, including strengths and areas of growth ● Share key takeaways (“quick wins”) with all staff following each learning walk ● Determine instructional trends, strengths, and next steps based on findings